

Assistant Beauty Therapist

(Job Role)

Qualification Pack: Ref. Id. BWS/Q0101

Sector: Beauty and Wellness

Textbook for Class IX

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5292-075-4

First Edition

June 2018 Jyeshtha 1940

PD 5T SU

© **National Council of Educational
Research and Training, 2018**

₹ 100.00

*Printed on 80 GSM paper with
NCERT watermark*

Published at the Publication Division
by the Secretary, National Council
of Educational Research and
Training, Sri Aurobindo Marg, New
Delhi 110 016 and printed at Raj
Printers, A-9, Sector B-2, Tronica
City Industrial Area, Loni, District
Ghaziabad - 201 102 (U.P.)

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*
Chief Editor : *Shveta Uppal*
Chief Business Manager : *Gautam Ganguly*
Chief Production Officer : *Arun Chitkara*
Assistant Production Officer : *AM Vinod Kumar*

Cover and Layout

DTP Cell, Publication Division

FOREWORD

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets

common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

New Delhi
June 2018

HRUSHIKESH SENAPATY
Director
National Council of Educational
Research and Training

ABOUT THE TEXTBOOK

The Beauty and Wellness sector is growing at a fast pace and is an important industry in India. The reason for this exponential growth is the rising consumerism, globalisation and changing lifestyles of consumers. The rapid growth in the beauty and wellness industry, with the entry of many small and large companies, has led to a huge demand for trained personnel to perform various job roles, such as Assistant Beauty Therapist and Beauty Therapist.

An Assistant Beauty Therapist is responsible for providing various beauty therapy services, such as manicure, pedicure, threading, waxing, mehendi and make-up. The textbook for the job role of an 'Assistant Beauty Therapist' has been developed to impart knowledge and skills through hands-on learning experience, which forms a part of experiential learning. This focuses on the learning process of an individual. Therefore, the learning activities are student-centred rather than teacher-centred.

The textbook has been developed with the contributions and expertise provided by subject and industry experts, and academicians for making it a useful and enriching teaching-learning resource material for vocational students. Adequate care has been taken to align the content of the textbook with the National Occupational Standards (NOSs) for the job role so that students acquire the necessary knowledge and skills as per the performance criteria mentioned in the respective NOSs of the Qualification Pack (QP). The textbook has been reviewed by experts to ensure that the content is not only aligned with the NOSs, but is also of high quality. The NOSs, along with their codes as mentioned in the Qualification Pack, for the job role of an Assistant Beauty Therapist have been covered in this textbook. They are as follows:

- (1) BWS/N9001 — Prepare and maintain the work area
- (2) BWS/N0101 — Provide basic skincare treatment
- (3) BWS/N0102 — Carry out depilation services
- (4) BWS/N0401 — Perform manicure and pedicure services

- (5) BWS/N0103 — Perform beauty services
- (6) BWS/N9002 — Maintain health and safety standards in the work area
- (7) BWS/N9003 — Create a positive impression in the work area

Unit 1 of the textbook explains the various career opportunities in the beauty sector. It also provides a detail of the various beauty therapy services available. Maintaining the work area, as well as, health and safety standards within the sector are covered in the Unit. Unit 2 will help students to learn about the detailed procedures associated with manicure, pedicure and mehendi. It also covers the anatomy of hand, feet and nail, so that the learners have an in-depth understanding of the kind of treatment or therapy to be administered. Unit 3 deals with basic hair care and common hairstyles.

Vinay Swarup Mehrotra
Professor and Head
Curriculum Development and
Evaluation Centre and NSQF Cell
PSSCIVE, Bhopal

TEXTBOOK DEVELOPMENT TEAM

MEMBERS

Annu Wadhwa, *CEO*, Beauty and Wellness Sector Skill Council, New Delhi

Arti Amarendra, *Director*, Arti Salon, Chennai

Bharti Taneja, *Founder*, Alps Cosmetic Clinic, New Delhi

Gurpreet Seble, *Owner*, Nail Spa by Gurpreet, Mumbai

Joban Mani, *Director*, Nail Pro, New Delhi

Maya Paranjapye, *Trustee*, Association of Beauty Therapy and Cosmetology, Mumbai

Pratibha Dusaj, *Head*, Standards and Quality Assurance, Beauty and Wellness Sector Skill Council, New Delhi

Sangita Chauhan, *President*, All India Hair and Beauty Association, New Delhi

Sohini Guha, *Manager*, Standards and Quality Assurance, Beauty and Wellness Sector Skill Council, New Delhi

Vaijayanti Balachandran, *Founder*, Rand R. Salons YLG, Koramangala, Bengaluru, Karnataka

Vaishali Shah, *Education Head*, LTA School of Beauty, Bhopal, Madhya Pradesh

Vikram Bhatt, *Director*, Enrich Salon and Academy, Ahmedabad, Gujarat

MEMBER-COORDINATOR

Vinay Swarup Mehrotra, *Professor and Head*, Curriculum Development and Evaluation Centre and NSQF Cell, PSSCIVE, Bhopal

ACKNOWLEDGEMENT

The Council expresses its gratitude to all members of the Project Approval Board (PAB) and officials of the Ministry of Human Resource Development (MHRD), Government of India, for their cooperation in the development of learning outcome-based curricula and courseware.

We express our gratitude to Vandana Luthra, *Chairperson*, Beauty and Wellness Sector Skill Council, and *Founder*, VLCC, Gurugram, Haryana, and Blossom Kochhar, *President*, National Hair and Beauty Association, New Delhi, for their valuable inputs and suggestions.

The support of Rajesh Khambayat, *Joint Director*, PSSCIVE, Bhopal, is highly appreciated in developing this textbook.

The contributions of our colleagues at the NCERT, and members of the textbook review committee — Saroj Yadav, *Professor and Dean (Academic) and Chairperson*; Ranjana Arora, *Professor and Head*, Department of Curriculum Studies; Bharti, *Associate Professor*, Department of Education in Gender and Special Needs; and Shveta Uppal, *Chief Editor*, Publication Division, NCERT, are duly acknowledged. We are also thankful to officials in the National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and the Ministry of Skill Development and Entrepreneurship for their support.

The images used in the textbook have been sourced from the Creative Commons License. They have been selected with care and diligence for clearer understanding of the learners. Care has been taken not to violate any copyright issue. The images are meant for educational purpose and are being provided for the personal use of students and teachers.

Gratitude is also due to the Publication Division, NCERT, for transforming the manuscript into an attractive textbook. Special thanks are due to Sweta Jha, *Editor (Contractual)*, Pawan Kumar Barriar, *DTP Operator*, Publication Division, NCERT, and Nitin Kumar Gupta, *DTP Operator (Contractual)*.

CONTENTS

<i>Foreword</i>	<i>iii</i>
<i>About the Textbook</i>	<i>v</i>
Unit 1: Beauty and Wellness Industry, and Beauty Therapy	1
Session 1: Career Opportunities in the Beauty and Wellness Sector	3
Session 2: Beauty Therapy Services	8
Session 3: Preparing and Maintaining the Work Area	13
Session 4: Health and Safety in the Work Area	22
Unit 2: Manicure, Pedicure and Mehendi	42
Session 1: Anatomy of the Nail, Hand and Feet	43
Session 2: Manicure	51
Session 3: Pedicure	64
Session 4: Henna or Mehendi	70
Unit 3: Hair Care	76
Session 1: Basics of Hair Care	77
Session 2: Common Hairdos	85
<i>Glossary</i>	<i>97</i>
<i>Answer Key</i>	<i>100</i>

“Beauty saves. Beauty heals. Beauty motivates. Beauty unites. Beauty returns us to our origins, and here lies the ultimate act of saving, of healing, of overcoming dualism.”

—Matthew Fox